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transmutation involve the dynamical relativity of Space and Time, which are quantifying ratios, but not at all the categorical continent of Experience. The antinomies of temporal succession, the dilemmas of Zeno, disappear when we envisage the fact that the energetic transmutation is in essence timeless and inextensive" (p. 196).

It does not seem worth while to follow out in further detail the windings of the argument. The absence of any serious attempt to define the fundamental concepts of the book—sensation, representation, knowledge, independence, and change or transmutation—gives little promise that any genuine contribution is to be expected. And it may be added that a better understanding of the present-day discussions which the author dismisses so complacently with a flourish of rhetorical phrases is more to be desired than additions to the long list of sins that are committed in the name of philosophy.

University of Illinois.

B. H. BODE.

The Learning Process. By S. S. COLVIN, Ph.D. New York, the Macmillan Co., 1911. pp. xxv, 336. Price, \$1.25, net.

In order to be of value from the point of view of the teacher, educational psychology must be neither so speculative and general that it offers no better aid in the solution of practical problems than does common sense, nor so abstract and technical that its facts have no relation to the everyday work of teaching.

Unlike many books on the subject, the *Learning Process* can escape both of these criticisms. "The point of view," says the author, "is a thoroughgoing functionalism and pragmatism." There are no long discussions of the relation of body to mind, the structure of the nervous system, the nature of mind, and so on. After a general consideration of the fundamental elements of the learning process, the author goes directly to the concrete facts. The chapters on habit, sensation and perception, imagination, memory, association, and the transfer of training are clear, condensed accounts, drawn chiefly from experimental works, with frequent summaries and constant interpretation to hold the facts together. Each chapter has a direct and evident bearing on the chapter on application which follows it. These latter chapters are perhaps the distinguishing feature of the book. The recommendations and rules contained in them are many, and they are definite, concrete, and detailed. The chapters on transfer of training, for example, are followed by the application of the given principles to such questions as the disciplinary value of the various studies, the elective system, pure *versus* applied science, the importance of ideas and attitudes in the formation of habits; the chapter on memory, by application to questions of learning by wholes or by parts, distributed learning, 'bunching' the school program, short and unrelated courses, the value of the recitation and of examinations, modes of presentation, aids in learning, etc.

The chapters on attention and interest and on the higher thought processes, and a part of the discussion of reflex action and instinct, are rather more classificatory, theoretical, or formal than the rest, and the generalizations in them find less evident and less extended application. It seems probable that some of these generalizations cannot be specifically applied; if so, a portion of the material might have been omitted (for example, the discussion of attributive clearness, and the structural and logical account of concept and judgment). The statement (p. 140) that "Ebbinghaus attempted to exclude all associative factors in his learning," and that "he really

tested not the loss of memory as such, but merely the fading of the memory after-image" is surely inaccurate.

The book as a whole is a decided step in the right direction—away from generality and technicality, and towards concrete facts and their specific application. It is probably the most practical text-book of educational psychology that has yet appeared.

W. S. FOSTER.

An Elementary Study of the Brain, Based on the Dissection of the Brain of the Sheep. By EBEN W. FISKE, A.M., M.D. Illustrated with photographs and diagrams by the author. New York, The Macmillan Co., 1913. pp. vi, 133. Price, \$1.25, net.

The book is an elementary laboratory manual for a special course in biology. The first two chapters orient the student in the comparative (phylogenetic and ontogenetic) anatomy of the brain. The third to ninth chapters contain directions for the dissection of the sheep's brain and descriptions of the structures to be studied. Physiological and psychological aspects of brain-formations find mention in various places, but they receive greatest attention in the summary, chapter X. Here we find a discussion of the central representation of the senses in the lower animals and man; the direct and indirect paths of conduction from the sense-organs to and through the cortex are traced; and the human brain is broadly interpreted in terms of its history and functions. One can only wish the chapter were less brief and schematic.

The author follows a good rule in giving the etymology of the technical terms which beset the beginner in brain-anatomy and brain-physiology. Unfortunately, however, he has not submitted his derivations to a philologist, with the result that he often falls into error. *Protoplasm* should be derived from Gk. *proto-*, first, and *plasma*, something formed. *Ontogenetic* comes from Gk. *on (ont-)*, being, and *genetikos* adj. of *genesis*, generation. There is no Latin word *bi* for two, or *quad* for four; and the forms *bigeminus*, *quadrigeminus* are themselves Latin. The Gk. infinitive *phyein* is transitive; and the forms *hypophysis*, undergrowth and *epiphysis*, excrescence are already Greek. *Pellucidus* is a Latin adjective. *Cinerea* should be *cinerea*. *Arachnoid* represents the Gk. *arachnoeides*, not *arachne*. *Chiasma* is itself a Gk. word, and there is no Gk. verb *chiozein*. The Gk. word *eidōs* does not mean *like*, and the word *arche* does not mean first. Instances of this sort could be multiplied, and show a carelessness that is sadly out of place in a scientific manual.

The simplicity and clearness with which the difficult subject is presented are worthy of praise. The photographs and diagrams are numerous and excellent. There is a bibliography of twelve titles.

W. S. FOSTER.

Palaeolithic Man and Terramara Settlements in Europe. By R. MUNRO. Being the Munro Lectures in Anthropology and Prehistoric Archaeology in connection with the University of Edinburgh, delivered February and March, 1912. New York, The Macmillan Co., 1912. pp. xxiv+507.

The first and larger portion of this volume (pp. 1-287) deals with the material remains, and the culture and civilization, of the palaeolithic races of Europe. The object of the Munro foundation is "to popularize prehistoric methods and research, and to stimulate the inquiring faculties of intelligent persons to pursue the subject on